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EVALUATION
IN
SOCIAL STUDIES



DIRECTORATE OF EXTENSION PROGRAMMES
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FOREWORD

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Reforms in educational reconstruction at the secondary level which have been engaging our attention during the past few years are, in the ultimate analysis, directed to the achievement of a functional system which places emphasis on the social basis of the curriculum and on an analytical approach to the experiences of the pupils. This approach is best typified in Social Studies, a comparatively new entrant on the Indian educational scene. The Secondary Education Commission assigned a very important place to this subject, so that students may understand "how society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living."

In actual practice the subject has undergone varying degrees of metamorphosis since its introduction in the different states. In some, the approach is still in terms of specific components like History, Geography, Economics and Civics, while in others it is an integrated course organised round personal and social living all over the world. Whatever the organisation, the teacher has to be very clear about the way in which each component unit is made to contribute to the growth and understanding of the pupil. The emphasis is not to be on the isolated facts of human history, of wars and the rise and fall of empires, but on the larger social forces that have moulded the modern world.

A programme of Social Studies therefore presents a great challenge to the teacher. It can be effective only through the organisation of the total experience of the pupils and by making vivid and meaningful to them those concepts which textbooks usually present in mere outlines.

Such a programme also requires that evaluation should not consist only in testing knowledge but should take note of changes in the pupils' understanding, skills, attitudes and interests. A full satisfactory scheme of evaluation would involve the use of many evaluative devices other than the routine paper and pencil tests.

In this brochure, which is the third of the series that the Directorate is bringing out on evaluation, an effort has been made to acquaint teachers with this new concept of teaching and testing in Social Studies. It is hoped that the brochure would prove to be of value to the teachers and would stimulate them to offer a vitalized programme of Social Studies in our secondary schools.

R. K. KAPUR
DIRECTOR

New Delhi
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CHAPTER I

INTRODUCTION

Educational evaluation has now come to be recognised as a means of improving class room teaching and testing. Viewed in relation to a specific subject field, evaluation based on objectives helps the subject teacher in clarifying his ideas about the objectives of teaching. It also enables him to select worthwhile and realistic objectives, and to adopt such methods of teaching that would best achieve those objectives. It is also expected that the evaluation approach, if properly and adequately followed, would provide specific directions for improving the syllabus, teaching methods and pupil guidance. Its greatest merit perhaps, is that it brings about an integral relationship between the educational trinity, namely, objectives, learning and examination, in such a way that one influences and strengthens the other. The present brochure is primarily designed to help the social studies teacher to apply the evaluation procedures in his teaching and testing and also to give guidance to those who set tests on the subject at the external examination in bringing out better constructed tests linked with objectives and learning.

CHAPTER II

THE CONCEPT OF SOCIAL STUDIES

Before proceeding to consider how evaluation based on objectives can be used in social studies, it would be worthwhile to clarify our thinking on the concept of the subject itself. This becomes all the more significant because social studies conveys different meanings in different States. For example, in a State like Bombay, it stands for History plus Geography plus Civics plus Administration. These individual sub-subjects are taught separately by separate teachers and in separate periods. On the other hand, in a State like Bihar or Kerala, social studies is more or less a unified and integrated course of these various subjects.

The ideas involved in this subject which has come recently into the secondary school curriculum in our country, can be briefly stated as follows:-

- (1) It is a study of ~~peoples~~ and their associations.
- (2) It is a study that is intended to help boys and girls to understand and interpret the environment in which they grow up.
- (3) It is a study of how people live and work together at local, national and inter-national levels.
- (4) It helps to realise how men today all the world over are economically and politically inter-dependent.
- (5) It is a study of the inter-connection between men and their physical environment.
- (6) It epitomises the knowledge of the past so that the purpose of living together in the world today is clearly brought out.
- (7) It is an understanding of the origin and development of social institutions.
- (8) It helps the pupil to understand current problems.

The above analysis shows that social studies is not a number of subjects strung together, but it is really one subject, or more appropriately described, a field of subjects. It draws appropriate content-areas from subjects like History, Geography, Civics, Administration and Economics and blends them together in a homogeneous manner. Above all, it is not a static subject with rigid boundaries of content which are defined and fixed for ever. The flexibility of its syllabus distinguishes it from other subjects of the secondary curriculum and brings it very near to general science with which it often works in close co-operation. The subject requires that the child learn through his day to day experiences in his intimate surroundings, rather than through acquisition of piecemeal information.

This concept of social studies cannot be claimed to obtain in all the syllabuses in the subject that are followed in the States at the present day. The question, therefore, arises as to how evaluation procedures based on objectives can be worked out in actual practice even where such great variations in the syllabuses in the subject exist. It is necessary to point out that if social studies can be conceived of and adopted as an approach, it is possible to preserve the essential concept of the subject even where it is a compendium of History, Geography, Civics etc. For example, in a subject like History, the study of Akbar as an individual, his character, his conquests and extent of empire will be considered of considerable importance. In social studies on the contrary, these aspects of Akbar's reign do not hold much value in themselves. On the other hand, social studies would place a greater emphasis on the role that Akbar played in evolving a new concept of universal religion or in improving military organisation or in building India into one nation. Similarly, the subject "Cultivation of crops" is a topic in Geography where the topic would

normally require the specific study of climatic conditions, nature of the soil, area of cultivation etc. The same topic treated under social studies, would acquire a different significance requiring a different treatment. The crops, especially the food crops, constitute man's first basic needs. The topic would, therefore, be amplified and organised somewhat in this manner: the staple food of the community, food of different communities in India and the world, raising of different food-crops and vegetables, the demand of food production in India, the present food scarcity, its causes and remedies, the Five-Year Plans, co-operative farming and the bhoodan movement etc. It could also be used to illustrate and emphasize how the different peoples of the world are inter-dependent in the matter of food. A recognition of such inter-dependence would serve to show how indispensable it is for the peoples of the world to live as a corporate body.

The social studies approach is thus seen to be a valuable instrument taught of teaching human knowledge even where it is/only as individual subjects. From this fact flows the corollary that the evaluation technique which is presented in this brochure can be applied to an integrated course such as social studies as well as to separate courses like History, Geography etc.

We shall now proceed to describe the broad steps of the evaluation procedures and work them out in relation to social studies.

CHAPTER III

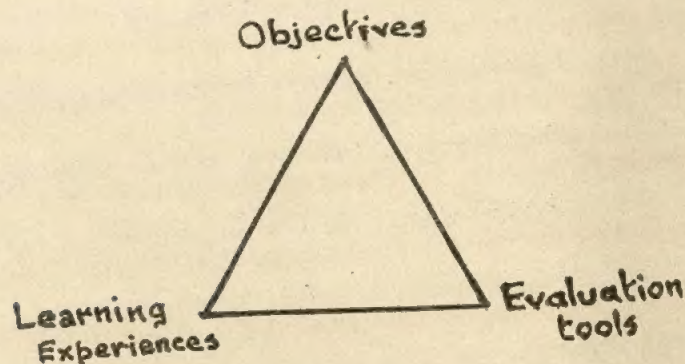
EVALUATION PROCEDURES

Three well-defined steps are involved in evaluation procedures.

These are:

- (1) Formulating specific objectives of teaching, and translating them in terms of desired changes to be brought about in the child.
- (2) Planning and providing learning experiences appropriate to the objectives and the contemplated behavioural changes.
- (3) Constructing evaluation tests that would provide as best an evidence as possible of the extent to which the contemplated changes actually take place in the child.

These steps can be diagrammatically represented as follows:-



It would be seen from the above diagram that

- (1) all the three steps are inter-related;
- (2) the objectives of teaching constitute a pivotal step on which are based both learning experiences and examination;
- (3) examination is a natural step involved in the evaluation process; and
- (4) examination based on objectives of teaching and learning experiences evaluates them also at the same time.

We shall now proceed to apply these basic ideas of evaluation procedure to social studies.

CHAPTER IV

OBJECTIVES OF SOCIAL STUDIES

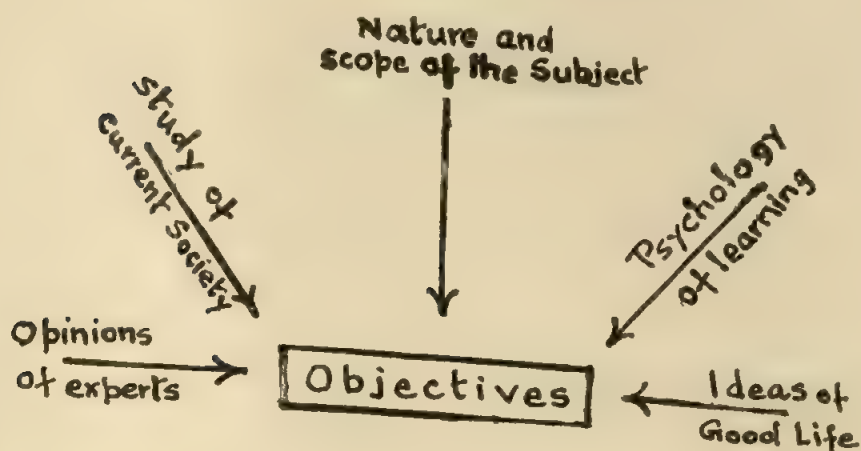
The formulation of clear objectives of teaching social studies is the first step in the application of evaluation procedures to the subject. Teachers of social studies are familiar with the aims of the subject as distinguished from its objectives. Before we proceed further, we might briefly distinguish "objectives" from "aims" in order to avoid confusion. Aims are general and long-term goals, while objectives are specific, immediate and attainable goals; aims may be common to more than one subject, whereas objectives are specific to one subject; aims are general but objectives are precise and clearly defined.

Now, what are the specific purposes in teaching social studies? What specific understanding, abilities, skills, attitudes and interests are possible of being developed in the child through this subject?

The following considerations help in arriving at definite answers of these questions:

- (1) The psychology of learning,
- (2) The nature and scope of the subject,
- (3) The study of current society and its needs,
- (4) The philosophy of the good life, and
- (5) The opinions of experts on the subject.

The diagram below illustrates this point.



Based on these considerations, it is possible to formulate the following objectives. The list is only suggestive and is capable of being enlarged according to resources available in the class room.

(1) Knowledge Objectives

To develop the understanding of

- (a) terms and concepts
- (b) principles and generalisations
- (c) trends and movements
- (d) relationships such as cause and effect, present and past, means and end, and chronological sequence, and
- (e) facts such as the functioning of social institutions, administrative machinery at the local, state and national levels and current problems.

(2) Application Objectives

To develop the ability to apply in new unfamiliar situations the knowledge of

- (a) principles, theories and generalisations,
- (b) relationships, and
- (c) facts.

(3) Other Abilities

To develop the ability for

- (a) social adjustment
- (b) critical thinking
- (c) suspended judgment
- (d) interpretation
- (e) expression
- (f) reading and comprehension.

(4) Skills

To develop skills in

- (a) reading printed, sketched and pictured material
- (b) making maps, charts and graphs
- (c) locating information
- (d) conducting interviews
- (e) conducting socio-economic surveys
- (f) making and presenting reports
- (g) social participation.

5. Attitudes

To develop

- (a) world-mindedness
- (b) a critical attitude to "current events"
- (c) toleration for members of other groups
- (d) co-operation
- (e) the democratic way of life
- (f) controlled emotion
- (g) creative leadership

6. Appreciation

To develop appreciation of

- (a) man's cultural heritage
- (b) man's inter-dependence

In this brochure, we shall deal with the first two objectives, namely, knowledge and application, and work out evaluation procedures in relation to them.

Defining objectives in terms of pupil behaviour

After selecting and formulating the objectives as indicated above, the next step is to reduce them to specific terms in relation to what the child can do. For, instruction geared to an objective should bring about some specific change in what the child thinks, feels and acts, and it is these changes that indicate how far that objective has been achieved. Such changes are called "behaviour or action patterns" or "pupil-behaviour changes". Given below are some of the behaviours which knowledge and application objectives are expected to effect in the child. The social studies teacher can work out more behaviour patterns on similar lines.

Knowledge Objective

The pupil

recognises facts and principles

recognises illustrations of facts

compares and contrasts facts and principles

classifies given data

detects relationships such as cause - effect, past - present etc.

discriminates between facts and opinions, and reads maps, charts, graphs etc.

Application Objective

The pupil

analyses a given situation

selects the relevant facts and discards the irrelevant

draws inferences

establishes relationships, and

predicts consequential events.

It will thus be seen that behaviour is a specification of an objective expressed in terms of what the pupil does.

The following are the criteria for judging the validity of a behaviour:

- (1) It should flow from the objective.
- (2) It should make explicit an idea which is implicit in the objective.
- (3) It should be expressed in terms of what the pupil can do after the objective is attained by him.
- (4) It should be realistic from the point of view of the pupil's mental development at that stage.

In the next chapter we shall discuss how learning experiences, which are the second step in the evaluation approach, can be planned in social studies.

CHAPTER V

Planning Learning Experiences

Intimately connected with the clarification of objectives is the planning of learning experiences, which are presented to the pupil in order to produce effective learning.

Learning, as we all know, is not the fixing of habits or 'memorization' of facts. True learning on the other hand involves reflective thinking, ^{and} change and can be brought about only through "experience". This "Experience" is the direct result of the interaction between the learner and his environment. He learns when he is stimulated to react to exten^rs situations in a meaningful way. Pupil participation to the maximum exten^r possible is thus a vital factor in planning learning experiences. In constructing learning situations, to which the child is expected to react, the teacher has constantly to keep in mind that pupil activities are pivotal, around which the entire system of syllabus, text-books, teaching methods and teaching aids are woven. The respective roles of the two - the teacher and the pupil - are thus clearly demarcated, the child being actively engaged in purposeful activities in order to learn, and the teacher providing the exten^rs situations conducive to such activities. Learning experiences are thus pupil activities planned with the specific purpose of producing the desired behaviour changes in them.

The learning experiences thus envisaged differ from the present methods of teaching, so far as the teaching of social studies is concerned in certain essential points which may be summarised as follows:

In the present way of teaching social studies,

1. We start with a topic.
2. We analyse the topic and form sub-topics.
3. We attempt to present the topic in a logical or chronological way - using the technique of question and answer - or of exposition.
4. We revise and review what we have taught.
5. We give home assignment on what we have taught.

In providing learning experiences in social studies.

1. We start with the objectives and their clarification in terms of pupil behaviours.
2. We select and organize the content from the point of these objectives and behaviours.
3. We formulate appropriate learning situations and activities for the pupils
 - (a) under the guidance of the teacher or independently
 - (b) within the class room or outside
 - (c) during school hours or outside
4. Finally we evaluate the outcomes of these activities basing our evaluation instrument on the behaviour changes that are to be brought about.

Criteria for good Learning Experiences

The criteria for good learning experiences are:

1. appropriateness to behaviour changes defined under objective.s.
2. Appropriateness to content area prescribed.
3. Adequacy and effectiveness in bringing about the desired changes.
4. Practicability.

It will be seen from the above that the new approach places great importance on the pupil and learning situation, instead of on the teacher and the content as hitherto.

Illustration of Learning Experience:

Below is detailed an example of how suitable learning experiences are provided on the basis of what has been explained so far.

Unit: The U. N. O.

Step I: Formulating well-defined objectives:

The major objectives that are possible under this topic are listed below:

1. Knowledge to be acquired

- (a) The need and importance of U. N. O.
- (b) Its constitution - organs and agencies.
- (c) The working of the important organs and agencies.
- (d) Some of its ⁱⁱⁱachievements in settling world disputes and other fields.

2. Ability to apply knowledge in new situations

- (a) to discriminate between facts and opinions
- (b) to understand implications
- (c) to discern propaganda from facts
- (d) to establish relationships
- (e) to predict, infer and draw conclusions

3. Attitudes to be developed

- (a) to appreciate the idea of universal brotherhood
- (b) to appreciate the idea of 'One World'

4. Skills to be acquired

- (a) to collect relevant data
- (b) to report on the basis of the data
- (c) to take part in group discussions
- (d) to marshall facts for debate

- (e) to read newspapers, maps and charts
- (f) to draw contour maps, charts etc.
- (g) to organize functions.

Step II: (a) Selection of subject-matter

With reference to the specified objectives the following content area will be required to achieve these objectives.

- (1) U.N.O. - its origin and establishment - The San Francisco Conference.
- (2) Its needs and importance - Two World Wars -
- (3) Its organs and agencies - Their functions - especially the General Assembly, Security Council,
- (4) UNESCO.
- (4) Its achievements - Suez - Korea.
- (5) India's role in the U.N.O.

(b) Motivation

Motivation is provided by reference to some events of immediate importance, about which the children are acquainted.

(c) Organization of subject-matter

The content area selected under (a) is next organised in the form of problems the answer to which will be sought by the pupils.

Major Problem: How can Sino-Indian border dispute be solved peacefully if mutual negotiations fail?

- Sub-Problems:
- 1. What is the genesis of the dispute?
 - 2. How are such problems solved peacefully?
 - 3. What is the U.N.O.?
 - 4. How does it work? ~~What are its~~ organs and agencies? What are their functions?
 - 5. What are its achievements?
 - 6. What part has India played in its activities?

Step III: Formulation of activities:

1. Reading Assignment/Collection of Data :

- (a) The genesis of the border dispute between India and China.
 - (i) Study of Young Hsband's expedition
 - (ii) MacMohan line - Simla Conference
 - (iii) 1954 Settlement
 - (iv) Recent troubles

(Reference books and Newspaper files)
- (b) The origin and establishment of the U.N.O.
Conferences after World Wars II
U.N.O. Charter.
- (c) The function of the important organs of the U.N.O.
e.g. The Security Council, The General Assembly,
UNESCO.
- (d) The part played by the U.N.O. in solving the question
of Suez - Korea - Kashmir.
- (e) The part played by India in U.N.O. activities -
Some outstanding features.

2. Other Activities:

- 1. Group discussion on the claims of the two countries with
regard to the Sino-Indian border dispute.
- 2. Study of contour maps - MacMohan line.
- 3. Mock Session of the Security Council.
Representatives of the member countries to decide the issue.
- 4. Reporting on the basis of the Newspaper reports.
- 5. Preparation of the charts on the agencies of the U.N.O.
- 6. Preparation of contour maps / and of the flags of the U.N.O.
and member countries.
- 7. Observance of the U.N.O. day.
- 8. Talks by specialists on U.N.O.

The teacher guides and helps in

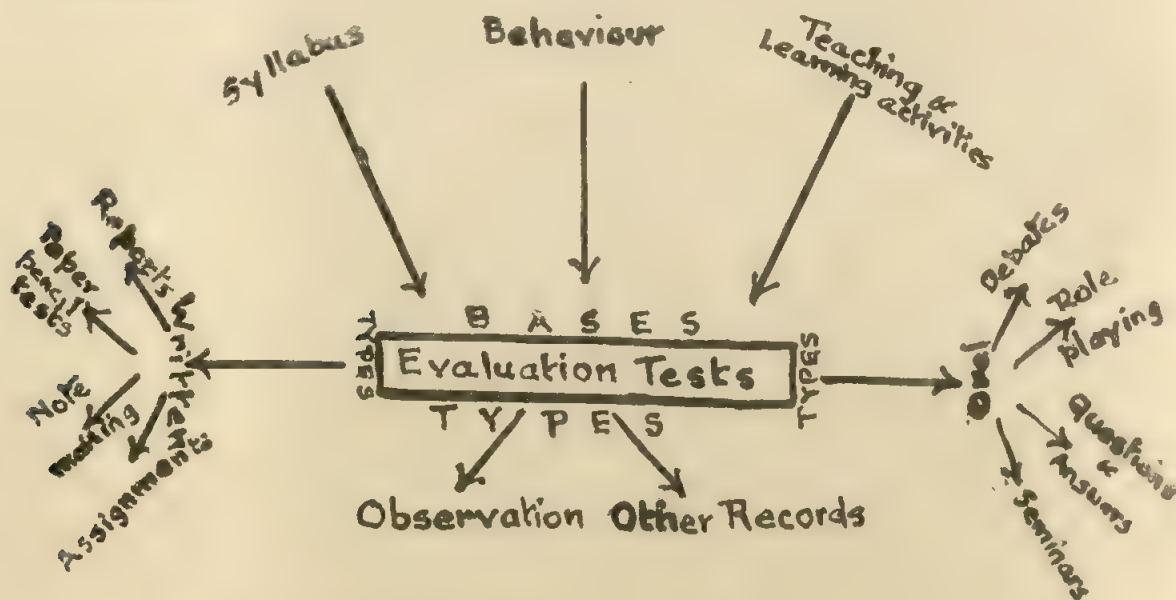
1. the formulation of objectives - and behaviours
2. selecting and organizing the content area
3. drawing up the plan with the help of pupils
4. suggesting reference materials - books, newspapers, maps - charts etc.
5. guiding group activities like discussions - debates - reporting - organizing functions etc.
6. clarifying points and procedures wherever necessary through talks, questions, use of audio-visual aids etc.

CHAPTER VI

Construction of Evaluation Tests

Construction of the evaluation test is the final stage in evaluation approach. Evaluation being the appraisal of the changes that occur in the child as a result of his learning, evaluation tests have to be geared to objectives and more specifically to behaviour changes and should be based upon the learning experiences provided to the child.

The diagram given below illustrates this point and shows that evaluation tests are based on the behaviour changes envisaged under objectives, prescribed syllabuses and class room teaching. The tests may be written or oral and may also consist of observation and other records. The arrows pointing towards "evaluation tests" signify the bases and those pointing away indicate the type of evaluation tests to be employed.



Below is given a brief outline of the steps involved in the construction of evaluation tests in social studies. These suggestions pertain to paper and pencil tests on knowledge and application objectives.

Steps Involved in The Construction of Evaluation Tests

- Step 1. Start with knowledge or application objective on which we wish to construct the test items.
- Step 2. Define or select the behaviour on which the test item is to be based. This behaviour is of course related to the objective selected under step 1.
- Step 3. Prepare a two-dimensional chart behaviour-wise and unit-wise.
- Step 4. Select such a test situation as would provide effective evaluation of the behaviour through the topic.
- Step 5. Decide upon a form of test item that would be appropriate to the test situation and the topic and that would at the same time evaluate the behaviour effectively.
- Step 6. Write down the test item.

The first two steps listed above are self-evident and do not require elaboration. We would, therefore, proceed to explain the other four steps.

Preparation of a Two-dimensional Chart :

Once the objectives are selected and defined in terms of pupil behaviours the next important step is to prepare a plan for the test so that all the significant behaviours and essential content area of the prescribed syllabus are covered and weightage is give to these behaviours and content according to their importance in the total subject field. In other words, the test items which constitute evaluation tests should be so planned and distributed over the range of behaviours and topics that it gives a comprehensive picture of the changes that have been brought about in the child. This can be done by preparing a two-dimensional chart of the whole evaluation test as illustrated on page . 19. . It will be observed that in this chart the two objectives and the behaviours under each on which the test items are to be based, are illustrated on left. The topics in the syllabus which provided

the content for the test items are shown in the horizontal columns.

In the box formed by each behaviour for each topic is entered the number of test items that are to be given. The chart as a whole shows the total number of test items to be prepared on each of these objectives and on each of the behaviours. In preparing such a plan it is essential to bear the following points in mind.

- (1) The total time available for the test.
- (2) The number of test items or test exercises that are feasible within this time.
- (3) The relative weightage to be given to the two objectives.
- (4) The relative weightage to be given to each behaviour and the scope provided by the topic for constructing test items appropriate to the behaviour.

This type of planning has two advantages; it guards against missing some important behaviours and it ensures adequate coverage of the prescribed syllabus.

A TEST PLAN ON SOCIAL STUDIES

Duration of the test : 100 minutes

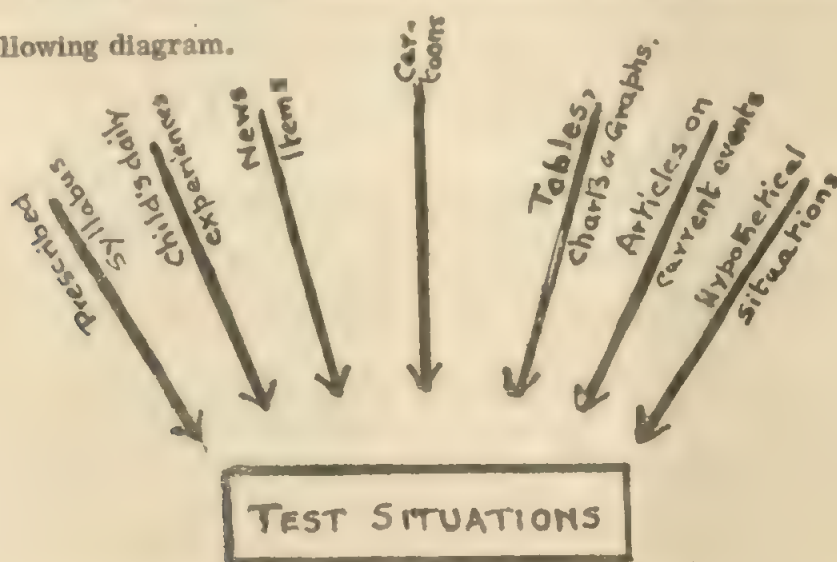
Form of the items : Objective

Total items : 60 (Knowledge 40:
Application 20)

Objectives	Content area	terms & concepts	primitive communities	social institutions	citizenship & fundamental rights	functioning of government	local self government	social reforms	cultural heritage	autocratic monarchies	growth of nationalism	universal brotherhood	geographical & economic generalisations	agriculture	occupations	industries	transport & communication	trade	Five Year Plans	Total test items	
<u>Knowledge Objective</u>																					
The pupil																					
1. recollects.....	-	1	-	-	1	-	-	-	1	-	1	-	-	-	-	-	-	-	-	4	
2. recognises illustrations...	2	-	1	1	1	1	-	-	1	1	-	1	-	-	-	-	-	-	-	9	
3. discriminates.....	1	-	1	-	-	-	1	1	-	-	-	-	-	1	-	1	1	1	1	9	
4. classifies.....	-	-	1	1	1	-	-	-	-	-	-	-	-	1	1	1	-	-	-	6	
5. sees relationships.....	-	1	-	-	-	-	-	-	-	1	1	1	1	1	1	1	-	2	-	10	
6. reads maps, graphs, charts etc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	2	
Total test items.	3	2	3	2	3	2	1	1	2	2	2	2	1	3	2	3	2	3	2	40	
<u>Application Objective</u>																					
The pupil																					
1. predicts.....	-	-	-	-	-	-	-	-	-	-	-	-	2	1	1	1	1	-	-	6	
2. draws inferences.....	-	-	-	-	-	-	-	-	1	-	-	-	1	1	-	1	-	1	1	6	
3. (a) judges the adequacy or inadequacy of data...	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	2	
(b) supplies the missing data..	-	-	-	1	-	-	-	-	-	-	-	-	1	1	1	1	1	-	-	6	
4. establishes relationships.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Test items	-	-	-	1	-	-	-	-	1	-	-	-	4	3	2	4	3	1	1	20	
Grand total test items	3	2	3	3	3	2	1	1	3	2	2	2	5	6	4	7	5	4	3	60	

Selecting Test situations

A very important point in the construction of evaluation tests on social studies is the selection of test situations that could appraise effectively the complex outcomes of learning in the subject. Teachers usually tend to go directly to situations provided by the topics of the syllabus as treated in the prescribed text books. This makes testing in social studies stereotyped whereas a variety of testing situations is possible in the subject as is illustrated in the following diagram.



A simple and at the same time rich source for test situations is what children hear or observe every day. News, tables, charts and speeches that figure in the newspapers could be used directly or in a suitably modified form. Cartoons, tables of exports and imports, climographs, contours, imaginary or real maps, hypothetical situations in history, cures, administration and economics also provide good test situations.

Form of test-item

Selection of the form in which the test-item is to be cast is an important point for consideration. For, on the form of the test depends the coverage of the syllabus and pupil learning and hence the validity of the test. For example, the essay type of testing consisting of five or six questions may not by itself cover the syllabus or pupil learning adequately. The use of a large number of short answer questions, on the other hand, would eliminate

this drawback.

Two main types of test forms are possible, the essay and the objective type. The essay type is of two kinds, the traditional and the short answer variety. The objective type tests fall under six categories - fill-in-the blank, true-false, matching, multiple choice, master list and analogy. Both the essay and the objective type test forms have their strong points and weaknesses. In selecting the form of our test item our considerations should be its appropriateness to the behaviour and the topic to be tested and the test situation selected, and its sharpness in appraising the desired behaviour changes.

Specimens of the different types of tests are given in the Appendix.

Writing the test item

This is the last step in the construction of the evaluation test. If the essay type is used, it should be made as specific as possible, being split up, if necessary, into sub-questions on each of the points. If the objective form is adopted, any of the types illustrated below may be used. A major precaution that is essential in the construction of the objective form tests is precision in the directions given to the pupils. For, upon the unambiguous understanding of the directions depends the success of the examinee. The directions should be clear and in a language which is at the level of comprehension of the pupils to be tested.

True-False Form: (The Correction Variety)

In this variety the examinee is directed to judge whether a given statement is true or false. In case of a false statement he is required to spot the word in the statement that makes it false and suggest a substitute for it that would make the statement true. This variety is useful in testing the understanding of terms, Concepts, principles, generalisations, etc in social studies.

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Directions: Below are given some statements followed by two blanks A and B. Encircle T if the statement is true. If the statement is false, do three things: encircle F, write in the blank A the word that makes the statement false and in Blank B insert the substitute for the wrong word that would make the statement true.

T.F.I. Wet and marshy grounds lower the mean temperature.

A _____ B _____

T.F.2. Cultivation and drainage make the climate cooler.

A _____ B _____

True-False Form: (The Cluster Variety)

This variety consists of an incomplete statement for which several completions are suggested, each of which is to be judged true or false.

Directions: The statement given below is followed by four completions.

Encircle T if it is true and encircle F if it is false.

The mean temperature of places tend to

T.F. (a) increase as they are on higher latitudes.

T.F. (b) increase as they are nearer to the Equator.

T.F. (c) decrease as they are on higher altitudes from sea level.

T.F. (d) decrease as they are on smaller longitudes.

The Multiple-Choice Form

The multiple-choice form consists of an introductory question or an incomplete statement which is followed by two or more suggested answers or completions of the statement. The suggested answers (responses) or completions that are not the correct answer are called distractors because they distract the examinee from the correct answer. The answer to be recorded

by the examinee may be the best answer, the correct answer or the least correct answer, depending upon the nature of the responses included in the item.

Direction Put the letter of the correct answer in the space provided.

Which one of the following steps can a Governor take if the State Chief Minister resigns before the expiry of the term of the legislature? _____

- (a) Appoint the senior most member of the cabinet as the Chief Minister
- (b) Ask the ruling party to elect another leader
- (c) Ask the Legislative Assembly to elect the leader
- (d) Ask the Speaker to act as Chief Minister for the remaining period of the legislature
- (e) Dissolve the State Legislature and order for fresh elections.

Directions: Write the letter of the best answer in the space provided.

The Japanese people use silk freely in their dress because _____

- (a) they are religious minded
- (b) they grow mulberry trees in plenty
- (c) they can import silk at low cost from China
- (d) there are many silk factories and mills in Japan.

Directions: Write the letter of the incorrect answer in the space provided.

Which one of the following did not exist in the Indus Valley Civilisation? _____

- (a) Commercial and industrial quarters
- (b) Street lighting
- (c) Two piece garments for men and women
- (d) Huge stone pillar structures
- (e) Foreign trade

The multiple-choice variety is widely used in testing as it evaluates most of the behaviours and complex learning outcomes.

The Master Matching Form

The master matching form of test exercises consists of a list of keys, a list of responses and directions for matching each key with each of the responses. The responses are the statements that constitute the test-exercise. The keys may be two or more. They are generally expressed in letters, small or capital.

Directions. Below are given the names of some States. Indicate the type of power that has been developed in each State. In the blank after each State write

- (Keys)
- H if it is mainly hydro-electric
 - T if it is mainly thermal
 - L if it is largely hydro-electric but in a limited way thermal
 - P if it is largely hydro-electric but in a good measure thermal also.

- | | |
|-------------------------------|-------------------|
| (Responses) 1. Andhra Pradesh | 6. Madhya Pradesh |
| 2. Assam | 7. Madras |
| 3. West Bengal | 8. Punjab |
| 4. Bihar | 9. Mysore |
| 5. Bombay | 10. Kerala |

(Responses)

Matching Form

The matching form consists of two columns. In the left hand column are listed the premises and in the right hand column are listed the responses. The responses are more than the premises by two or three. One of the responses is with to be matched / each of the premises. The number or the letter of the matched

responses are to be placed in the bracket blank or box provided on the left or right of each premise.

Directions: Column A below contains the names of certain States and Column B gives a list of industries. Each State is foremost in India or have near monopoly in one of these industries. Write the number of the appropriate industry in the blank against each state.

A States (Premises)	B Industries (Responses)
_____ Andhra Pradesh	1. Jute
_____ West Bengal	2. Coal mining
_____ Bombay	3. Sugar
_____ Bihar	4. Ship building
_____ Uttar Pradesh	5. Ceramics
_____ Kerala	6. Cotton textile
	7. Sports good
	8. Hides and Skins
	9. Tea

Precautions in item-writing:

1. Word the test-item in clear and simple language. Avoid ambiguity and vagueness.
2. Choose the most appropriate words.
3. Make the structure of sentences as simple as possible.
4. Give all information that is necessary to provide a reasonable basis for selecting the correct answer.
5. Do not use a word or a phrase or other details that does not contribute to the basis for the selection of the correct answer.
6. Avoid irrelevant inaccuracies in the item.

7. Avoid irrelevant clues to the correct answer. Such as grammatic construction, verbal association, longer statement for the correct answer, inter-related items (the statement of one item providing a direct clue to the answer of another item).
8. Avoid using set words and phrases in the introductory statement or in the correct answer.
9. Avoid irrelevant sources of difficulty.
10. Avoid using words like 'always' 'never', 'sometimes'.

Teachers interested in knowing more fully about the technique of writing test items are referred to Chapter 7 entitled 'Writing the Test Item' contributed by Dr. R. L. Ebel in the book "Educational Measurement" edited by Dr. E. F. Lindquist (Published by American Council on Education Washington D. C.)

CHAPTER VII

SCORING THE TEST

After the items of the evaluation tests are constructed, the Social Studies teacher should decide the scoring system that he would use in assessing the pupils' performance on the test. There are four possible situations which he will have to consider:

1. When all the items used in the test are of the essay form.
2. When all the items are of the objective form.
3. When all the items are of the short answer form and
4. When the items used in the test are of a mixed variety containing all the above three forms.

these

We shall now consider the scoring system to be used in ~~for~~ these situations.

1. Test Consisting of Essay Questions:

Here the allotment of marks or points to each question will depend upon the total number of essay questions used in the test, the relative weightage that should be given to content area and behaviours and the time that would be normally needed for writing the answer. For instance, if it is decided to allot 20 per cent marks to application objective, then the essay question or questions on this objective would be allotted marks on this basis. Even after an essay question is assigned, specific marks, it is desirable to distribute these marks specifically over the points or parts of the answer on the basis of their relative importance.

2. Test Consisting of all Objective Questions:

In assigning marks or points in this form of test, the teacher should consider the weightage to be given to the behaviour and the topic on which the item is based, the difficulty or the thinking involved in selecting the correct

answer, and the complexity and length of the item. For instance, two items of multiple-choice, one testing information and the other testing reasoning or discrimination cannot be given the same number of points or marks. The latter need to be given more score value than the former. Similarly, a multiple-choice test item requiring only one answer cannot be evaluated on the same basis as the master matching test where the examinee applies the keys to each of the responses given.

3. Test Consisting of Short Answer Questions:

Like objective form test-items, the short answer form items can be allotted specific number of points or marks according to the weightage to be given to the behaviour and the content area. In other words, all the short answer questions need not carry the same score value. The allotment of points or marks to individual questions would also depend upon the total points or marks assigned to the test and the number of questions included in it.

4. Test Consisting of Mixed Form:

The difficulty of scoring arises when the test consists of items of more than one of the above three forms. There are two ways of assigning marks or points in such a case. One is to assign specific marks to each form, say 40 per cent to essay questions and 20 per cent to objective test items. Again within this form-wise division, marks may be apportioned suitably between knowledge and application questions. The other way of assigning marks is to give weightage not to the forms of the test-item but to the behaviours, objectives and topics, certain behaviours and content area being assigned more marks than the others on the basis of their importance, complexity of appraisal etc.

Composite Score:

In a test having items of mixed form, the question arises as to how the total performance of the examinee should be evaluated numerically. Should the score in the three forms be shown separately or should they be combined and made into a composite score? It is often contended that pupils score more marks in objective type tests than in essay questions. This point calls for a scientific investigation . Until scientific bases are worked out in Indian conditions to equate scores in objective test items with scores in essay questions, the teacher may mechanically add the score of the examinee on the different forms of the test-items or show them separately as it suits him.

CHAPTER VIII

SUMMARISATION OF TEST RESULTS

After the test is administered and scored, the next step is to summarise the results. This would supply valuable data on the achievement of objectives, effectiveness of learning experience and pupil guidance. Analysis of the results of individual test items would also help in judging their effectiveness in the testing situation and provide clues to improve them.

Evaluation of Objectives:

If the attainment of an objective by a pupil or a class is to be assessed, the test results of the class of say 40 pupils may be tabulated as shown below:

Knowledge Objective	Total Score	Mean Score of the class	Average Attainment
	40	19	
Behaviours			
recollection	4	4	very good
recognition	8	6	good
classifications	8	4	average
discrimination	10	2	poor
relationships	10	3	poor
Application Objective	20	6	poor
Behaviours			
prediction	8	2	poor
inferences	8	2	poor
new relationships	4	2	poor

The objective wise and the behaviour-wise summary of the test results given above shows that the attainment of the class was average in the knowledge objective but poor in the application of knowledge. This would indicate the need for greater care in the planning of learning experiences on the Application Objective. The table also shows that pupils' progress in prediction, drawing inferences and establishing new relationships is poor. This aspect of learning would therefore require greater attention.

A similar table may also be prepared on the attainment of the class topic or content wise. The summary of such test results would clearly and specifically indicate the content area in which the class attainment is good, average or poor and consequently which area should receive more effective planning and better methods of teaching.

For the purpose of individual pupil guidance, the test results may be summarised for each pupil in respect of his performance on objectives, behaviours or content area. An analysis of such results would reveal in what objective, behaviour or content area each pupil needs special help.

Summarisation of test results is useful in ^{the} selection of specific methods of teaching. If, for instance, the teacher wants to find out whether the narration-cum-question-answer method or the assignment method is effective in the teaching of Social Studies, he might teach two units of a more or less similar nature, one through the narration-cum-question-answer method and the other through the assignment method. He can then construct the same forms of test-items on both these units, tabulate the result of the class method wise, and find out from the result which method is more effective.

Similarly, the Social Studies teacher can judge, through such summarisation of test results the effectiveness of specific teaching aids and the forms of the test-items included in the test.

Judging the Effectiveness of Individual Items.

Another important function of summarised test result is to help in judging how each test item functioned in the testing situation. Tests based on content area should discriminate clearly between different levels of attainment and ability. A test item that is answered correctly by all or the pupils of the class has failed to discriminate between able and poor pupils and hence loses its value in testing. It is necessary therefore to discard items that are too easy and that are too difficult. This could be done by summarising the performance of the class item-wise.

Such item-wise summarisation would also be useful to the teacher in judging in a general way the relative discrimination power of each item, discard such that have poor discrimination and arrange in order the others having varying discrimination power. An item is said to have discrimination power when more of able pupils and less of poor pupils are able to answer it correctly. Generally, the discrimination power of test items is determined on the performance of a large number of testees. But a subject teacher can also broadly judge the discrimination power of his own test items by administering the test on 40 or 50 children in a class and summarising the test results item-wise. The following steps, would make his work easy and systematic.

(Assuming that a class has 40 pupils)

1. Score the answer-books item-wise of all the 40 pupils and total up the score of each answer-book separately.
2. Arrange the 40 answer-books in order of the scores, the best scores ^{being} on top and going gradually down.
3. Count off the first 11 answer books (i. e. 27 per cent of the total number) of the able pupil group (The High Group)
4. Similarly, count off the last 11 answer-books (i. e. 27 per cent of the total answer-books) of poor pupils (The Low Group)
5. Find out how many pupils of the High Group answered a particular item incorrectly (including those who did not attempt it) Let us call this number H.

6. Similarly find out how many pupils of the Low Group answered the same item incorrectly (including those who did not attempt it) We shall call this number L.
7. Find the difference between H and L. The result indicates the discrimination power of the item.
The larger the difference between L and H, the more discriminating power the item has.

The illustration given below shows how the discriminating power of individual test-items is determined. Let us suppose that the scores of the high and low groups on six items of a test are as follows:

Item No.	' No of pupils (H) of High Group who answered incorrectly ly.	' No: of pupils (L) of Low Group who answered incorrectly ly.	' L - H'	' Discrimination'
1	2	7	+5	Good
2	5	5	0	Poor
3	8	3	-3	Very poor
4	3	9	+6	Good
5	1	11	+10	Very good
6	3	7	+4	Medium

The results summarised above show that Item No. 2 has no discrimination power, as an equal number of good pupils and poor pupils could answer it correctly. Item No. 3 shows negative discrimination as more poor pupils than able ones could answer it correctly. This shows that the item was either loosely worded or the correct answer was wrongly decided. This item should be recast if it is to be retained in the test. Item No. 2 should be discarded. Item Nos. 1, 4, 5 and 6 are good items and may be retained. Readers are also referred to the book entitled "Measurement in Secondary Schools" by Messrs. C. C. Ross and Julian C. Stanley where a simplified table has been given for judging the discrimination power of an item.

A part of the table is reproduced here for the benefit of teachers who has ordinarily 40 to 50 pupils in his class for the test. The table gives the discriminating power of an objective form item of the True-False or two-optional variety and other forms of tests that have three, four or five suggested answers.

No. of Pupils taking the test	No. of pupils in High or Low Group	L - H at or above which an item can be considered as sufficiently discriminating			
		True-False	3 options	4 options	5 options
23-30	8	4	5	5	5
32-35	9	5	5	5	5
36-38	10	5	5	5	5
39-42	11	5	5	5	5
43-46	12	5	5	6	6
47-49	13	5	6	6	6

APPENDIX

Specimens of Evaluation Tests on Social Studies

Some specimens of evaluation test-items are given in this section to provide concrete guide-lines to the teacher of social studies in framing his own evaluation tests for class examinations. They would also help paper-setters in framing tests in the subject for use at the secondary school examinations.

The specimens included here cover only the paper-pencil variety. The tests are in four groups to serve four distinct purposes. In the first place, they illustrate how test-items are to be geared to specific behaviours under selected objectives of social studies. Secondly, they show how the different patterns of objective type tests could be utilized in appraising specific behaviours. Thirdly, they indicate how test situations can be formulated appropriate to pupil behaviours. And lastly they show how items of different test forms can be constructed on specific behaviours.

It will be seen from the specimens that on certain behaviours both the essay form and the objective form of items are possible while for certain other behaviours the essay type form will not be found suitable. The point that requires special emphasis is the fact that these items are based specifically on pupil behaviours. This fact distinguishes these test items from the questions or tests that are in vogue at present and which are based on topics rather than on behaviours. This is why the old and new form of examination tests look apparently similar, but are intrinsically different.

No. 1.

Objective Knowledge

Behaviour: He recognises terms and concepts.

Topic: Some terms and concepts in Social Studies.

Objective form:

Directions: Select the best response and write its letter in the space provided.

Which one of the following groups constitute a Society?

- (a) 400 farmers of Maharashtra went on a sight-seeing tour of India in a special train.
- (b) 200 families belonging to the Gurjar Bania Caste have been residing in Desai Falia, a street in Ankeleswar, for the past several decades.
- (c) 500 Bengali men and women were in the Delite Cinema in New Delhi to see a Bengali film.
- (d) 2,5000 spectators watched the first test encounter between the Australian Cricket XI and the Indian Cricket XI at the Bombay Brabourn Stadium.

Short answer form

Give two examples of groups that could be termed as ^a 'Society'.

No. 2.

Objective: Knowledge

Behaviour: The pupil detects error and corrects it.

Topic: Geographical generalisations.

Objective Form

Directions: Below are listed some geographical generalisations. If it is true, encircle T and do no more. But if it is false, encircle F, and in the blank A put the word that makes the statement false and in the blank B write the word which if substituted for the wrong word, would make the statement true.

- T. F. 1. The duration of the longest day in the year varies according to the altitude of the place A. _____ B. _____.
- T. F. 2. On December 22, the sun is vertical at noon at all the places on the Tropic of Cancer. A. _____ B. _____.
- T. F. 3. The higher the latitude of a place, the smaller is its annual range of temperature.
- T. F. 4. Where cold and warm currents meet, dense fogs are common. A. _____ B. _____.
- T. F. 5. Alluvial soil like that of the Gangetic Valley cools the climate. A. _____ B. _____.

No. 3.

Objective: Knowledge

Behaviour: The pupil discriminates between facts.

Topic: India's Forest wealth

Objective form

Directions: Suppose you have to make a speech on a Van Mahatsav Day some arguments that could be included in your speech are listed below. Put a tick mark in the space provided against the argument that is not valid and should not be included in your speech.

- | | | |
|-------|----|---|
| _____ | 1. | The innumerable roots of trees protect the surrounding soil. |
| _____ | 2. | Afforestation checks the advance of desert. |
| _____ | 3. | Trees keep the weather of a place equable. |
| _____ | 4. | Rich forests attract rain-bearing winds. |
| _____ | 5. | Forests make the surrounding atmosphere more conducive to health. |

No. 4.

Objective: Knowledge

Behaviour: The pupil ascribes an appropriate use for an event.

Topic: India's Foreign Policy.

Objective Form

Directions: Despite the strained Sino-Indian relationship over the border issue, India advocated in U. N. O. the admission of Communist China in the World Organisation. A few explanations are listed below. Place the number in the space provided of the explanation that is most consistent with India's foreign policy.

_____ It is due to

- (a) India's refusal to deviate from her avowed friendship with People's China.
- (b) a desire on India's part to keep a powerful neighbour in good mood.
- (c) make People's China responsible to the World Organization.
- (d) India's anxiety to maintain good relations with the Soviet Union.

Short Answer Form

Why does India advocate U. N. membership for People's China despite her strained relation with her over the border question? (Answer in one sentence).

No. 5.

Objective: Knowledge.

Behaviour: The pupil discriminates between facts.

Topic: Agriculture.

Objective Form

Directions: The average yield of agricultural produce per acre is very poor with in India in comparison on many other countries. A few causes of the low production of Indian agriculture are suggested below.

In the space provided against each cause, place

- M if applicable to the whole country
S if applicable to some parts of the country
W if not applicable at all.

"Causes"

1. Small area of cultivable land available
2. Lack of adequate irrigation facilities
3. Indigenous technique of agriculture
4. Lack of needed capital for agriculture
5. Failure of rain
6. Decreasing fertility of land

Essay Form

What are the causes of the low agricultural yield per acre in India?
State which of these causes are true of the country as a whole and which of some parts of the country.

No. 6.

Objective: Knowledge

Behaviour: The pupil sees relationship between the past and the present.

Objective Form

Directions: Which of the following organisations of the present can be traced back to Akbar's time? Place a tick-mark in the space provided against the correct answer.

- _____ (a) Army Organisation
- _____ (b) Organisation of City administration
- _____ (c) Organisation of State administration
- _____ (d) Organisation of public education
- _____ (e) Organisation of courts of justice.

No. 7.

Objective: Application

Behaviour: (1) The pupil analyses facts. (2) He discriminates them against the background of his knowledge. (3) He classifies them.

Topic: Social conditions in ancient and modern India.

Objective Form

Directions: Suppose Rani were a high caste Brahmin lady living through the following periods of Indian history.

- (a) Late Vedic Age (L. V. A.)
- (b) Gupta Age (G. A.)
- (c) Medieval Age (M. A.)
- (d) Post Independence India (P. I. I.)

A few statements describing some aspects of her life are given below in a tabular form. Read each statement in relation to the conditions of social life prevailing in all the four periods of Indian history and put a tick mark within the brackets under the period wherein the condition is true.

<u>Statements</u>	<u>L. V. A.</u>	<u>G. A.</u>	<u>M. A.</u>	<u>P. I. I.</u>
1. She could move about in the street without purdah	()	()	()	()
2. She could get high education	()	()	()	()

Question	I. V. C.	2. A.	3. A.
a) She had equal political rights as men	()	()	()
b) She could embrace any religion	()	()	()
c) She could marry outside her caste	()	()	()
d) She could divorce her husband	()	()	()
e) She had to do Sati in the event of her husband's death	()	()	()
f) She had equal property rights with men	()	()	()

No. 8.

Objective: Application

Behaviour: The pupil draws conclusions

Topic: Decline of the Great Empires of Ancient India

Objective form

Directions: Below are given some conclusions drawn from the study of the decline of the Mauryan, Gupta, Vardhan Empires about the collapse of powerful ancient Indian empires. Place in the space provided against a conclusion

- P if it is fully correct
PT if it is partially correct
F if it is wrong

Conclusions

- _____ 1. The destructive forces lying dormant break up an empire as soon as a powerful king dies.
- _____ 2. The empire breaks up when the ruler forfeits the sympathy of the subjects.
- _____ 3. Hinduism is better than Buddhism or Jainism as a State religion for the sustenance of an empire.
- _____ 4. Princes not apprenticed in State administration prove weak rulers.
- _____ 5. More cultured the people, the less capable they are of resisting the onslaughts of barbarians.
- _____ 6. Powerful Commanders-in-Chief are threats to the stability of an empire.

Short Answer Form:

What conclusions can you draw from your study of the decline of the Mauryan and Gupta empires about the collapse of empires in Ancient India? List the five most important conclusions.

No. 9.

Objective: Application

Behaviour: (1) The pupil recognises illustrations of facts. (2) He indicates whether the given data is adequate or not for drawing conclusions.

Topic: Citizenship

Directions: Put one of the keys given below in the answer-box of the appropriate statement

- A if the person underlines is definitely a citizen of India
- B if the person underlined is not definitely a citizen of India
- C if the information is incomplete to warrant any conclusion

Statement

- _____ 1. Aziz has been living in Aligarh since his birth in 1918.
His father is a big businessman in Pakistan.
- _____ 2. Kusum was born in a New York Hospital in 1937 when her
parents were students at the Columbia University there.
After staying in U. S. A. for ten years for her education, she
has returned to her parents in India.
- _____ 3. Kokila is living at Delhi with her American husband who is
an officer in the U. S. A. Embassy.
- _____ 4. Subarao, a merchant from Madras, settled down in London
in 1930. Raman was born next year by his English wife.
Raman would be playing cricket in India as a member of the
M. C. C. team at the time of the general election.

No. 10.

Objective: Application

Behaviour: The pupil recognises new illustrations of a fact.

Topic: Functions of the Central Government.

Directions: It is reported in the press that the 250-feet-high second minerate of the historic Aurangzeb Mosque at Benaras is leaning dangerously towards the city side. The minerate should be pulled down in the interest of the public safety. Which one of the following is competent to take this decision? Place the letter of the correct answer in the space provided.

- (a) The Banaras Municipality by a majority vote _____
- (b) The Banaras Municipality by a majority vote of the _____
Muslim members.
- (c) The Collector of Banaras District _____
- (d) The U. P. Government _____
- (e) The Central Government. _____

No. 11.

Objective: Application

Behaviour: He draws conclusions from the given data.

Topic: Five-Year Plans (Industrial Development)

Objective Form

Directions: The figures given below are about the industrial development in India under the First Five-Year Plan. The questions given are based on these figures. Write the letter of the correct responses in the blank provided at the beginning of each question.

<u>Industrial Production</u>	<u>Unit</u>	<u>1950-51</u>	<u>Increase planned by 1955-56</u>	<u>Position in 1955-56</u>
Finished Steel	lakh tons	9.8	6.7	12.8
Cement	lakh tons	26.9	21.1	45.9
Ammonium Sulphate	thousand tons	46.3	404	394
Jute manufactures	thousand tons	824	376	1,054
Mill-made cloth	lakh yards	37,180	9,8,20	51,020
Bicycles	thousands	97	433	513
Locomotives	numbers	3	170	179

was
In which of the following productions/ the Plan target was fully achieved?
Place a tick-mark in the space provided against the correct answer,

- (a) finished steel _____
- (b) cement _____
- (c) ammonium sulphate _____
- (d) mill-made cloth _____

was
In which of the following productions/ the Plan target was not completely achieved? (Tick the correct answer in the blank provided)

- (a) bicycles _____
- (b) Jute _____
- (c) mill-made cloth _____
- (d) locomotives _____
- (e) steel _____
- (f) cement _____

What can you say about the over-all success of the First Five Year Plan in industrial development? (Place a tick mark against the appropriate answer).

- (a) The Plan fully succeeded _____
- (b) The Plan succeeded to a great extent _____
- (c) The Plan succeeded to some extent _____
- (d) The Plan succeeded to little extent _____

No. 12.

Objective: Application
Behaviour: The pupil draws conclusions
Topic: Family Income
Form: Objective

1 1/4 million families	Wealthy and well-to-do	7,500 and above per annum
4 1/4 million families	comfortable	4,000 to 7,500 per annum
4 1/4 million families	moderate	3,000 to 4,000 per annum
16 1/2 million families	minimum comfort	1,000 to 3,000 per annum
7 million families	Bare subsistence and poverty	0 to 1,000 per annum

Directions: The Chart given above is about the family incomes of a country A. The third column shows the average yearly income in the currency of the country. Some conclusions are drawn from the chart. Put a tick mark in the space provided before the statement of conclusions that is supported by the chart.

- _____ 1. More families are in the subsistence and poverty group than in the comfortable groups.
- _____ 2. More than one fourth of the people live from hand to mouth.
- _____ 3. More than half of the people have minimum comfort.
- _____ 4. The average family in the country is a middle class or moderate income group.
- _____ 5. The percentage of families having minimum comfort level is larger than the percentage below that level.
- _____ 6. Most of the income of the country from the income tax comes from about 26 per cent of the population.
- _____ 7. The group that probably spends the smallest percentage of its income for food is the subsistence and poverty group.

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